



# Welcome to the Year Six SATs Meeting

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# End of KS2 Assessments

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- \*Expectations for SATs and the structure of the week.
- \*The format of the assessments.
- \*Example questions and the layout of the test papers.
- \*Our approach and ideas for helping at home.

The KS2 SATs are from

**Monday 11<sup>th</sup> to Thursday 14<sup>th</sup> May 2026**

# End of KS2 SATs

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The tests help measure the attainment of pupils in relation to the standards set out in the national curriculum, and help teachers and parents identify where pupils may need additional support in a certain subject area.

The content of the tests is taken from the children's education throughout their time in primary school.

# SATs (Statutory Assessment Tests)

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- \*Grammar, spelling and punctuation.

- \*Reading

- \*Mathematics

- \*(Writing)

- \*(Science)

Three possible outcomes:

- Below expected standard (working towards WTS)
- Expected standard (national expectation EXS)
- Above expected standard (greater depth GDS)

# SATs Week timetable

(start times to be confirmed)

| Date             | Subject                                      | Test papers                               |
|------------------|----------------------------------------------|-------------------------------------------|
| Monday 11 May    | English grammar,<br>punctuation and spelling | Paper 1: questions<br>Paper 1: spelling   |
| Tuesday 12 May   | English reading                              | English reading                           |
| Wednesday 13 May | Mathematics                                  | Paper 1: arithmetic<br>Paper 2: reasoning |
| Thursday 14 May  | Mathematics                                  | Paper 3: reasoning                        |

# Grammar, Punctuation and Spelling

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The SPAG test will consist of two parts:

- \*a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, with a total of 50 marks.

- \*a **spelling test** of 20 words, lasting around 20 minutes.

The marks from both tests will be combined to give an overall score.

- \*2026 Expected Standard: 35/70 marks

- \*2026 Greater Depth: 54/70 marks

# Grammar, Punctuation and Spelling

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The grammar and punctuation test will include different types of questions:

- \***Selected response**, e.g. 'Identify the adjectives in the sentence below.'
- \***Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'
- \***Grammatical/punctuation terminology**, e.g. name the word class or clause.

Knowledge assessed includes conjunctions, passive voice, determiners, word classes, clauses, verb tense, formal and informal vocabulary, etc.

# Grammar, Punctuation and Spelling

What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

\_\_\_\_\_ **1 mark**

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The wind damaged the fence.

\_\_\_\_\_ **1 mark**

# Spelling

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The spelling test will consist of 20 words, read by the teacher. It is not a timed test.

There is an **abundance** of blackberries at the end of the summer.

Ali was **unavoidably** late for school.

The grey clouds looked **ominous** in the sky.

Knowledge assessed includes i before e, prefixes and suffixes, silent letters, double consonants, etc.

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Tuesday 12<sup>th</sup> May 2026

# Reading: 1 hour

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- \*A range of texts: fiction, non-fiction and poetry.
- \*Texts ordered by increasing reading demand.
- \*Assessed on a range of reading skills:
  - ability to interpret information;
  - comment on writers' use of language.
- \*2026 Expected Standard: 28/50 marks
- \*2026 Greater Depth: 40/50 marks

Look at the paragraph beginning: *Glancing nervously...*

**Find** and **copy one** word meaning relatives from long ago.

\_\_\_\_\_

1 mark

*The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

- |              |                          |
|--------------|--------------------------|
| equal        | <input type="checkbox"/> |
| neighbouring | <input type="checkbox"/> |
| important    | <input type="checkbox"/> |
| competing    | <input type="checkbox"/> |

1 mark

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_  
2 marks

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
1 mark

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

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2 marks

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The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

*3 marks*

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Wednesday 13<sup>th</sup> & Thursday 14<sup>th</sup> May 2026

# Mathematics

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- \*place value and written calculations
- \*mental calculation strategies
- \*formal methods for addition, subtraction, multiplication and division
- \*fractions, decimals and percentages
- \*information in tables, graphs and charts
- \*formula (e.g.  $\text{length} \times \text{width} = \text{area}$ )
- \*measures
- \*missing angles, volume, area
- \*and more

# Mathematics

## Paper 1: Arithmetic – 30 minutes

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\*Consists of fixed response questions, where children give the correct answer to calculations, including long multiplication and long division.

**\*They will have 30 minutes to complete the test and the paper consists of 36 questions (40 marks).**

\*The paper is designed to assess the children's understanding of formal written methods, including calculating fractions, decimals and percentages.

\*Rapid recall of number bonds and times tables **essential** to be able to calculate at speed.

33

$$1\frac{1}{5} - \frac{1}{4} =$$

1 mark

33

$$1\frac{1}{2} \times 40 =$$

1 mark

34

3 7 2 3 3 1

Show  
your  
method

2 marks

34

28% of 650 =

1 mark

# Mathematics

Papers 2 and 3: Reasoning and problem solving – 40 minutes each

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**\*35 marks for each paper (total of 70 marks)**

\*Assess mathematical fluency, reasoning and problem solving.

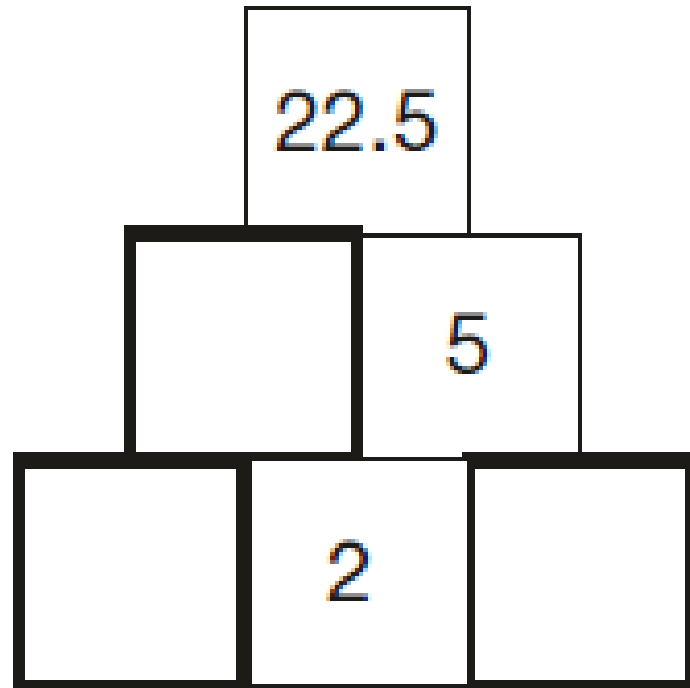
\*Include number, ratio and algebra, measurement, geometry and statistics.

\*Questions may include solving multi-step problems (with money, time, fractions, percentages, etc), drawing shapes or a chart, using co-ordinates, explaining their reasoning or their method.

Here is a number pyramid.

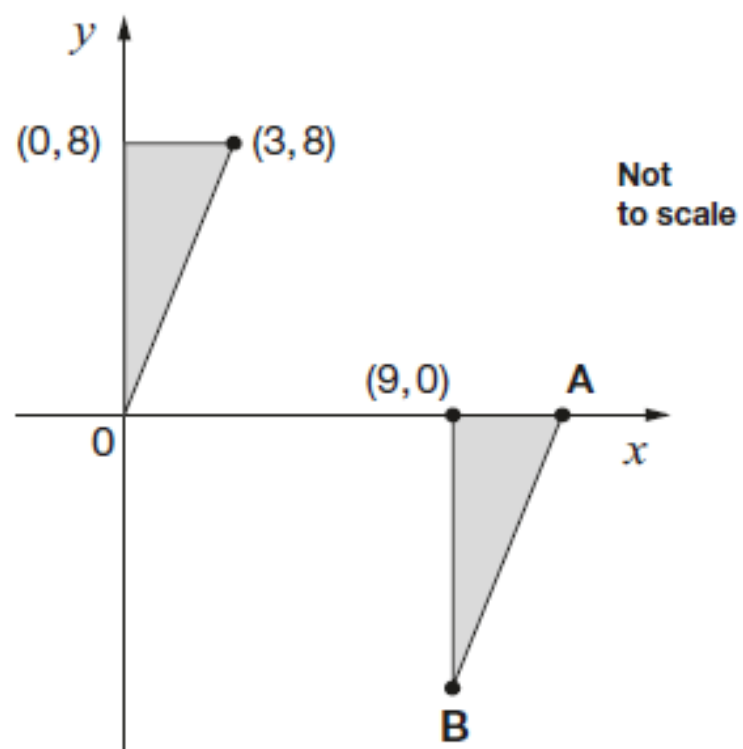
The number in a box is the product of the two numbers below it.

Write the missing numbers.



2 marks

Here are two **identical** shaded triangles on coordinate axes.



Write the coordinates of points A and B.

A = (      ,      )

B = (      ,      )

# Mathematics

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- \*The scores from all three papers are added together.
- \*A high score in the arithmetic paper establishes a good foundation.
  - \*2026 Expected Standard: 58/110 marks
  - \*2026 Greater Depth: 95/110 marks

# Writing

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- \*We will use evidence from the children's writing across the year to say whether a child has met the end of Year 6 expectations.
- \*Neatly joined handwriting is essential.
- \* If children are absent, they miss important steps in the writing process which has a negative impact on the quality of their writing.
- \*Outcomes: **Working Towards** the Expected Standard;  
**Working at the Expected Standard**;  
**Working at Greater Depth** within the Expected Standard.

# Writing

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Assessment includes:

- \*Correct use of verb tense and grammatical structure of sentences.
- \*Effective and adventurous use of vocabulary
- \*Appropriate use of formal language
- \*Cohesion (links between sentences, paragraphs and across the whole text)
- \*Wide range of sentence structures
- \*Punctuation for clarity and parenthesis
- \*Correct spelling of most Y5/6 words from the National Curriculum

# Teacher Assessments: Science & Writing

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\*Teacher assessments are submitted during June.

\*Science is either **Working towards** or **Working at the Expected Standard** (no greater depth award).

We understand that SATs week can be a challenging time for all children. We want to assure you that your child's well-being and success during this period are our top priorities.

### Individualised Support

Your child's educational needs are unique, and we are committed to providing individualised support to ensure they can access the tests to the best of their ability. This may include additional time, rest breaks, or other reasonable adjustments to accommodate their specific needs. Our SENCO, in collaboration with class teachers, will determine the appropriate support.

### Access Arrangements

If your child usually receives access arrangements for classroom assessments, these will be carried over into the SATs week. This may include the use of extra time, scribes, or readers, among other provisions.

### Emotional Support

Emotional well-being is essential. Our staff will be on hand to provide emotional support, reassurance, and encouragement to your child. Class teachers will be available to discuss any concerns and help alleviate any anxiety.

# Marking the papers

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The children will be given the following...

- a raw score (number of marks)
- a scaled score
- confirmation of whether or not they attained the National Expected Standard

\*The raw score is the total number of marks a pupil receives in a test.

\*The pupil's raw score will be converted into a scaled score using a conversion table.

\*For the KS2 tests a scaled score of 100 will always represent the 'Expected Standard'.

# How we are supporting your children

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- \*Closely targeted teaching.
- \*Continually dripping in grammar, punctuation and maths strategies into our everyday teaching.
- \*Small, focus group teaching in school.
- \*Revision and SATs practise sessions.
- \*Encouraging confidence and resilience, and developing skills and independence ready for transition to high school.
- \*Providing pastoral support.

# How to help at home

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- \*Neatly, joined handwriting.
- \*Times tables and division facts up to  $12 \times 12$ .
- \*Real-life maths, e.g. money, percentages, cooking, telling the time.
- \*Encourage 'talking' maths: "How do you know? Can you prove it?"
- \*Listen to your child read aloud.
- \*Ask questions about the books they are reading; discuss the meaning of vocabulary.
- \*Attendance – arrive on time and ready to learn.
- \*Rest and relaxation.



**2026 key stage 2  
national curriculum tests:**  
information for parents

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Available on our school website

Class Pages

Year 6



Standards  
& Testing  
Agency

We will be sending home practise tests (together with answers).

Weekly homework will continue to revise key concepts that we have been learning in the classroom.

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Practise SATs week: w/c Monday 9<sup>th</sup> March 2026

KS2 SATs week: w/c Monday 11<sup>th</sup> May 2026

KS2 SATs results: Tuesday 7<sup>th</sup> July 2026

